

『阅读、写作、翻译三位一体』的翻译写作学教学模式建构

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Reading, Writing and Translating, a Trinity Translational  
Writing Teaching Model Based on Translational Writing  
Theory

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## Abstract

In recent years, translation studies have gained enormous progress in many aspects. In the aspect of theoretical exploration, a large number of related papers and books have been published. In the aspect of disciplinary construction, a complete system<sup>①</sup> for cultivating translation talents ranging from bachelors to doctors has been established; therefore, the status of translation studies as a discipline has been upgraded, and the field of translation studies has achieved an impressive growth. However, despite this seeming boom, there lies the danger that the gap between translation theory and practice is becoming increasingly wider and they even run counter to each other. The introduction of Western translation theories, especially that of postmodern translation theories, should be partially blamed for this gap. Whether those Western theories are applicable to Chinese translation practice remains in question. Terms like “rebellion”, “subversion” and “cannibalism” make the people who have been immersed in traditional concepts feel at a loss. This is the background of the birth of translational writing theory—— the external comprehensive translation theories, such as postmodernism and medio-translatology, hold the most part of translation studies, while the internal ontological translation theory studies become sluggish.

Against the situation that external comprehensive translation theories have been pushing aside internal ontological translation theories, translational writing theory focuses on internal ontological translation theories and emphasizes the relationship between translation theories and their application. Translational writing theory mainly studies the relationship between the translator’s writing abilities in target language and translation quality, and then evaluates different translation theories and translation practice. It shows that although there are differences between translation and writing, they do share similarities. Based on these similarities, translational writing theory proposes the translational writing process, namely, “perception---thought

operation---expression---review.” The aim of translational writing theory is to guide the translational writing practice, improve translators’ translational writing ability and raise their translational writing level. Translational writing is an activity and a type of practice in which the translators reproduce the spirit of the source works in another language, and it is also a vigorous process in which the translators turn the cognitive achievements of one language into another. One of the goals of translational writing theory is to seek out corresponding rules to guide translational writing practice, and thus to curb the blindness and raise the awareness in translational writing process. In translation teaching practice, translational writing advocates conducting translational writing class from three aspects: target language writing training, translational writing training and translation review, and it also lays out some specific details on how to carry out the translational writing effectively.

The study of translation teaching practice and the cultivating of translation talents are of great importance in translation studies. However, the current situation of translation teaching practice is not very encouraging. The problems in traditional translation are seriously affecting the quality of translation teaching. As a translation theory which attaches great importance to translation teaching, translational writing theory can be applied to translation teaching practice to overcome the weaknesses of traditional translation teaching. However, although translational writing theory has well established itself as a new subject of research and practice, as an open theoretical system, it awaits further improvement and consolidation in the aspect of translation teaching study in the following respects. Firstly, it calls attention to the fact that translational writing theory lacks a corresponding translational writing class mode which can be differentiated from traditional translation class. Secondly, translational writing theory stresses the importance of different translational writing steps, the improvement of translational writing ability and the core concept of “translation is a special type of writing”; however, there is no specific plan to put these concepts into practice. Thirdly, it is in want of deeper study on their specific implementing method such as the reviewing method. Fourthly, translational writing theory has raised people’s awareness about the importance of some courses for the enhancement of one’s



translational writing ability, but still lacks a systematic exploration into the course setup of translational writing theory. Fifthly, there is a need to categorize the problems in students' translation products and translation products through corpus.

With an eye to minimizing the weaknesses of translational writing theory in the study of translation teaching practice mentioned above, this study provides solutions. Through the study on the teaching mode of translational writing class, the author of this study redesigns the translational writing class mode that accords with the core concept of translational writing theory. This three-dimensional translational writing class of reading, writing and translation is differentiated from traditional translation class and can overcome the weaknesses of the traditional translation class. It is a class that takes translational writing process as an orientation, students as subjects, teachers as conductors, "translation is a type of writing" as guiding concept, while "faithfulness, expressiveness and elegance" and whether the strength of the target language will be brought into full play are adopted as its evaluating standards. Moreover, the author plans class activities that can help students formulate the concept that translation is a kind of creation. These activities can make students reach a state in which they store the source text in their mind, which seems to make them forget the source text, but in fact makes them comprehend the source text better. The influence of the translating process on translation quality has been widely acknowledged. Inexperienced translators such as students need to be specially trained in this aspect. To meet this need, the process-oriented translational writing class emphasizes reasonable translating steps. In the new translational writing class, students are the subjects, and they are the subjects of the reading, writing and reviewing process. In this way, their translating passion can be stimulated, making them active rather than passive as in traditional translation class. Meanwhile, teachers can serve the instructing role better, making the instructions more effective. Besides, this study explores at length an effective class reviewing method. Describing the importance of E-C contrastive theories in teacher-guided class reviewing process, the author points out the integral role of E-C contrastive theories in translation teaching practice. Utilizing corpus knowledge, the author describes the process of making a small-scale corpus of the students' translation

products, which can be effectively applied to the class reviewing process. Furthermore, the author indicates that the dynamic review of the translational writing process of “perception---thought operation---expression” is equally important as that of the students’ translation texts. Through the dynamic review of the translational writing process, the author demonstrates the problems in students’ translating process such as the problems of failing to use dictionaries efficiently and the negative effects of these problems on their translation quality. The application of the software WebEx can help teachers review the translating process of students dynamically and discover the problems that cannot be found through reviewing the final translation texts.

The author also explores the course setup of reading, writing and translation courses to compensate the weaknesses of translational writing theory in the study of translational writing’s course setup. She stresses the trinity of reading, writing and translation, which is a reaction against the former separation of the three courses with no active and effective teaching results. By analyzing the course setup of some universities in Fujian Province, the author intends to point out the problems in the course setup of English majors in translation at XMUT, Jimei University, Putian University and Minnan Normal University. Thereby, based on translational writing theory, this study puts forward a tentative syllabus, and compares it with that of Minnan Normal University.

The last point of this dissertation which deserves appreciation, if there is any, is that the author makes a survey on the students’ reading, writing, translating and dictionary-using habits in the form of questionnaires, a forceful support to the conclusion of the necessity of building a “Trinity Translational Writing Teaching Model of Reading, Writing and Translating, Based on Translational Writing Theory”.

The main innovation of this study—the trinity translational writing teaching model of reading, writing and translating mentioned above remedies the deficiencies of translational writing in the following aspects. Firstly, it designs the class teaching mode which is consistent with the main concepts of translational writing theory. Thus, the concepts that “translation is a special writing” and “translation class should be process-oriented”,etc. can all be realized in class. Secondly, it provides a specific

reviewing method of both the translating process and translation products, which makes the reviewing process more specific and workable. Through the use of WebEx, the review is no longer confined to the translation products but extends to the translating process. Thirdly, the use of corpus in the reviewing process solves the problem of categorizing students' problems and the combination of E-C contrastive theories with corpus makes the review guided by teachers more effective. Fourthly, on the basis of translational writing theory, this dissertation makes an exploration on the course setup of English majors in the translation field and puts forward a tentative syllabus.

**Key Words:** translational writing theory; translation teaching; teaching mode; course setup

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## 摘要

近年来，翻译学发展方兴未艾。在翻译理论建设方面，发表、出版了大量的翻译论文和专著；在翻译学科建设方面，构筑了从本科到专业硕士再到博士三个层面的完整的翻译专业培养体系。翻译界呈现出一派欣欣向荣之势。然而，近十年来，西方翻译理论大量涌入中国，学派之纷繁、角度之独特是中国译界闻所未闻的，也令译界感到耳目一新，但一些西方译论的“叛逆”、“反叛”、“颠覆”让习惯于“信、达、雅”、“意美、音美、形美”和“忠实、通顺”等传统理论的中国学者或迷之，或恋之，或厌之，或乱之。这便是翻译写作学所创立的背景。

在外向型综合翻译理论大量铺开、内向型本体翻译理论有边缘化之虞的历史背景下，翻译写作学应势而生，立足内向型本体翻译研究，关注翻译理论和翻译实践之间的关系，重点探讨翻译写作过程中译者的目标语写作能力与质量问题，并据此对各种翻译研究观点和译文加以评判。翻译写作学基于翻译和写作的同一性提出了“感知-运思-表述-检视”的翻译写作过程。其宗旨是指导译者的翻译写作实践，增强译者的译写能力，提高译者的翻译写作水平。其研究目的之一就在于阐明翻译写作规律，指导翻译写作实践，去掉盲目性，增强自觉性。在翻译教学方面，翻译写作学主张从目标语写作训练、翻译中译文写作训练及译文修改（检视）三个方面对翻译写作课进行实施，而且还提及了一些行之有效的课堂细节。

翻译教学问题、翻译人才的培养问题也是翻译学的重中之重，然而，翻译教学的现状并不乐观，其弊端严重影响翻译人才的培养。翻译写作学的理论可具体用于翻译教学实践中，用于消除传统翻译教学的弊端。但是，翻译写作学在翻译教学领域已然提出了全新的教学设想，但是作为新生理论，不足之处在所难免，需要得到补充和发展。第一、翻译写作学缺乏与其理论相配套的、可以和传统翻译课堂相区分的翻译写作课堂教学模式。第二、翻译写作学提出了翻译写作过程和翻译写作能力的重要性，提出翻译是一种特殊的写作，但是具体要如何在课堂实施这些内容，如何将这些观念在学生的翻译训练中得到强化却缺乏相关研究。第三、对于部分翻译过程的实施方法缺乏更深入的研究，例如检视方式等。第四、翻译写作学提及了某些课程对翻译写作能力提升的重要性，却缺乏对翻译写作课

程设置方面的系统探讨。第五、对学生的作业错误及评析如何运用电脑软件来统计归类缺乏相关研究。

针对这些不足,本研究提出了改进方案。笔者通过对翻译写作学课堂教学模式的研究,构建了符合翻译写作学核心思想“翻译即写作”的翻译写作课堂,用于促进学生的阅读及译写能力的提高。让学生在翻译过程中将原文熟烂于心,达到一种貌似忘记原文,实则是更深刻地理解原文的境界;以翻译的过程为导向,使合理的翻译步骤在翻译课堂中得到强化;以学生为主体,让学生成为阅读、写作、检视的主要行为人,使他们各方面的翻译能力都能够充分得到提升;同时,教师的指导作用也得到进一步强调。这种阅读、写作和翻译三位一体的翻译写作授课模式以翻译写作过程为导向、以学生为主体、以教师为主线、以“翻译即写作”为指导思想、以“信、达、雅”和发挥目标语优势为考查标准,贯彻了翻译写作学的思想,突出了翻译写作学的特色,将翻译写作的理念投入到了具体实施过程中,使之与传统的翻译教学模式区别开来,并克服传统翻译课的弊端。

此外,针对翻译写作学缺乏具体检视方式的弊端,笔者同时探讨了如何在课堂上具体实施检视这一环节,指出英汉对比理论等对教师进行翻译写作课堂检视阶段的积极作用,强调英汉对比在翻译教学中具有不可或缺的地位。笔者借助语料库知识,自制了学生作业的小型语料库,在检视阶段的教学中发挥了极好的效果。除了检视学生的译作外,对学生的翻译过程即对学生自身的“感知—运思—表述”过程的检视也十分重要。通过对翻译写作过程的检视,可以发现学生在翻译过程中存在的问题,尤其是词典使用方面的问题及其对译文质量所产生的影响。另外,笔者通过WebEx软件的使用,动态检视学生的翻译过程,发现问题,并提出解决方案,从而促进学生翻译写作能力的提高和译文最终质量的改善。通过对检视方式的探讨使翻译写作学的检视更加具体、可靠、有效。通过语料库的使用,解决了学生翻译作业错误通过电脑软件进行统计、归类的问题。

另外,针对翻译写作学在课程设置方面研究的不足,本研究对阅读、写作、翻译课的课程设置问题进行分析,指出阅读、写作、翻译本身便是密不可分的统一整体,是一种相互促进的良性互动关系。如果割裂开来,将很难达到互为目的、相互促进的效果。笔者取样分析了福建省部分高校英语专业的课程设置,以厦门理工学院、集美大学、莆田学院的课程设置为例,指出英语专业翻译课程设置中

所存在的问题。笔者还依据翻译写作学的思想对翻译方向的课程进行了重新设置，并将其与闽南师范大学翻译专业的课程设置进行了比较分析。

最后，本研究以问卷形式对厦门理工学院、集美大学、闽南师范大学及莆田学院英语专业三年级学生的课外阅读、写作、翻译及词典使用习惯进行调查，问卷结果在相关章节中进行了分析，指出学生这些习惯存在的问题，以及这些问题对他们翻译写作能力的影响，并针对这些问题提出了相应的解决方案。

本研究创新之处在于对翻译写作学的弥补，首先，本研究创立了和翻译写作学思想统一的“阅读、写作、翻译”三位一体的翻译写作学课堂模式，使翻译写作学作为一种全新的翻译理论在翻译教学实践中具有可操作性。其次，利用语料库和英汉对比理论的研究成果，作者使课堂的检视方式更加具体。丰富的数据弥补了翻译写作学在语料库使用方面的不足。再次，本研究利用软件 Webex 软件，对学生翻译过程进行监控，使检视不局限于结果，更加重视过程。另外，通过翻译过程中反映的问题，笔者对翻译写作相关课程设置进行了反思，并依据翻译写作学的思想重新对翻译方向课程进行设置。

**关键词：**翻译写作学；翻译教学； 授课模式； 课程设置

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